

Woodhams Farm Day Nursery

Inspection report for early years provision

Unique Reference Number	EY359298
Inspection date	01 May 2008
Inspector	Lorraine Wardlaw
Setting Address	Woodhams Farm, Kings Worthy, Winchester, Hampshire, SO23 7LB
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Registered person	Woodhams Farm Day Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Woodhams Farm Day Nursery opened in September 2007. It operates from a converted barn and is situated in a rural setting in the village of Kings Worthy, near Winchester. The nursery is owned and managed by a limited company. A maximum of 46 children under the age of five years old may attend the nursery at any one time, of which no more than 24 may be under two years. Currently there are 95 children on roll, 24 of whom receive funding for nursery education. The nursery are able to support children with learning difficulties/disabilities and English as an additional language. The nursery operates each weekday between the hours of 08:00 and 18:00, for 50 weeks a year. All children have access to a secure outdoor play area.

The company business manager, who works with the staff and children each day, employs a nursery manager and ten staff to work with the children. Both the managers and all of the staff hold early years qualifications. The nursery receives advice and support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted by the staff who implement very good cleaning and hygiene procedures. This ensures high standards of cleanliness are maintained within the nursery, which helps prevent cross infection. For example, playrooms, bathrooms and kitchen areas are cleaned after lunch and staff implement stringent nappy changing procedures. Children understand the importance of good personal hygiene routines; they willingly wash their hands before they eat using the blue, liquid soap, and older children blow their noses with tissues that they independently access and dispose of. Children are sympathetically supported by the caring staff, to respond to their own physical needs and younger children receive good support during toilet training. Children's nutritional needs are met well because staff offer healthy snacks, mid morning, such as fruit or Cheerios and water is freely available throughout the day. A hot, well balanced meal is provided for children at mid-day. Most age groups, sit socially together in the downstairs dining area enjoying their food as a large family group; some children request more cauliflower.

Children have suitable opportunity to develop their small muscle skills and eye hand co-ordination when they access a range of fine motor, physical activities. For example, three and four-year-olds confidently use the play dough cutters and utensils and can freely access writing and office tools such as a stapler and paper clips. Documentation which support children's health and welfare such as accident and medication records are maintained well by staff in all age groups. During fair weather the older age groups enjoy a free flow, open door system, accessing the garden at a time of their choosing. The three and four-year-olds love to exert their energy running around the garden with scarves. However, currently there are not any opportunities for children to climb on challenging equipment. Babies access the garden daily or go for walks in the locality with staff to see the horses when the weather permits. Indoors babies have ample opportunity to reach their physical developmental milestones; those who have just mastered the skill of walking love to toddle across the spacious room knowing they will get lots of praise and encouragement from the enthusiastic staff. A large cardboard box promotes babies curiosity and exploration, which in turn develops their physical skills.

All children who require it, have good opportunities to sleep peacefully at a time of their individual need in the relaxing, comfortable sleep rooms. As a consequence babies and young children are happy and their physical growth is facilitated well by the nursery. Babies and young children receive lots of cuddles and close contact with the staff in their designated rooms, but their care routines are not undertaken by their key person.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for and play safely in a spacious, bright and welcoming environment, which has been carefully prepared and thought out by management. Each area has extensive written risk assessments which have been carried out by management and raises staff awareness of safety issues. A daily visual check of the rooms and the garden is undertaken each day by staff to maintain the health and safety standards. However, since opening the setting has undertaken one fire evacuation procedure and as a consequence many of the children attending at the time of the inspection are not aware of how to evacuate in an emergency. Management monitor children's accidents but staff are not keeping records of children's existing injuries. Children

are learning to take responsibility for their own safety. For example in the pre-school room the adult quickly intervenes when a child uses tools and scissors inappropriately, and talks to the child about the correct way of handling tools. Sleeping children are checked regularly and the temperature of the room is monitored. All children can easily access good quality, age appropriate equipment and resources, which are regularly cleaned by staff and checked for their safety. Each of the rooms are set up with colourful wall displays of the children's work which enables children to feel appreciated and develops children's self esteem. Children are appropriately safeguarded from possible abuse. Some staff have undertaken child protection training and most staff are aware of the safeguarding children procedure.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and children throughout the nursery receive good care and attention by the enthusiastic, caring staff. All staff consistently and positively engage with children; this enables children to quickly settle, to build good relationships with staff and in turn effectively develops their communication skills. Across all age groups, babies and children enjoy exciting, fun play opportunities. Babies and toddlers take part in good sensory experiences; they explore mini beasts set in jelly, ice cubes with fruit and the varied treasure baskets that the staff and parents have resourced, such as the bathroom basket with brushes and sponges. The two-year-olds, especially, show a very keen interest in books. They sit in the cosy book corner with their peers turning the pages of a favourite book and attentively listen to the whole group story 'were going on a bear hunt', enthusiastically joining in with elements of the story. Staff are careful to ask open ended questions, successfully developing children's thinking skills, as they sit together playing on the floor with stickle bricks or the small worlds toys. They excitedly join in fun songs such as 'Alice the camel' and 'I am a spooky spider'. Staff make observations of children's developmental progress and although their next developmental steps are informally implemented by staff they are not recorded. Children in the three to four-year-old age group enjoy a good variety of practical play activities; they freely access a large and very well-resourced playroom supported by knowledgeable, caring staff. For example, they like to access and 'role play' in the workshop which has hard hats, fluorescent jackets, tools and a work bench, with photos of signs and floor plans displayed on the wall.

Nursery education

The quality of teaching and learning is satisfactory. Although staff provide fun, exciting play activities across all areas of learning, and support children well, currently, the curriculum planning is not influenced by the children's observation and assessment system. As a consequence this hinders children's rate of progress through the stepping stones to the early learning goals. Staff have started to observe and record children's capabilities since the nursery opened, but some records are sketchy which means that they do not truly reflect what children know and can do. However, staff have a secure knowledge of the Foundation Stage curriculum, understand their responsibilities with regards to facilitating effective learning and are very keen to improve the teaching systems.

Children engage easily in conversations with the adults who promote their language development well; children chat at the play dough table about what they are doing and about home experiences with the adult. Children love to re-enact a traditional story with small puppet props and the small theatre. The adult skilfully encourages and supports the children to recall the story 'Little red riding hood'. A child says to another 'what big eyes you have, what big teeth you have' while another child sits with the story script in her hand, a little while later, reciting

the story to herself in her own words. Children's vocabulary is effectively extended when they look at non fiction books about 'diggers' and learn new words such as 'excavator'. Children have opportunities to recognise their names at self registration when they arrive at the setting and as they put their 'work' away in their name trays. They have opportunities to mark, make, and write for a purpose; in the role play area and when they incidentally draw on paper plates. Some children are beginning to form the letters of their name correctly. Children can recognise numerals on a dice and on the calculator and are becoming confident at counting through the good support given by the adults. For example, a group of boys enjoy a magnetic space ship game, moving their rockets along the relevant spaces, once they have recognised the corresponding number on the dice. Problem solving occasionally takes place when children find there are too many children playing in the role play area or when children talk about who has the most amount of buttons in their little pots. Children build and design with recyclable materials either indoors with small resources or on the large outdoor, grassed area with larger boxes and shapes. They look at the life cycle of a frog when spawn is brought into the nursery and develop a sense of time as they watch their sunflowers and runner beans grow. Wall displays and hangings show children have opportunities to use a variety of different media and materials; collages and paintings of spring flowers, chalk pictures and hand paintings develop children's personal creativity.

Helping children make a positive contribution

The provision is good.

Children receive good continuity of care from the staff at the nursery; parents feel that staff and management are communicative, friendly and very approachable. They are able to discuss issues with them at any time and can always contact management by telephone or e-mail. Parents speak and write highly of the care offered to children, of the relationships built with staff at the nursery and how happy their children are. Parents receive regular newsletters and an informative notice board in the foyer is used to highlight important policies and issues such as the complaints policy and an outbreak of chicken pox. The nursery has an informative website which parents can access. Children's behaviour throughout the nursery is very good; staff manage children's behaviour consistently and with a calm, positive approach. Clear rules and boundaries are in place, ensuring the children know exactly what is expected of them. For example, during tidy up time in the older age groups, staff put on the tidy up music and all children help to put the resources away. Two children aged two-year-olds carefully carry a box of toys across the room to its storage cupboard. Children receive constant praise from all the staff who are extremely positive role models. Children show good attitudes to learning; they are keen and interested in their self chosen activities and their personal independence is suitably encouraged by the staff. They build good relationships with their peers and are able to take turns in activities.

Children's individual needs are met well by the staff who have a sound understanding of equal opportunities. Staff take the time to get to know each child and their families, so they can value and respect each unique child and their background. The nursery is building up its diversity resources; children can currently use African musical instruments or multi cultural dressing up clothes and books which promotes appreciation of some people in society. Staff support children with learning difficulties well, by implementing activities organised by the speech therapist who liaises with the parent who in turn liaises with the staff. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents of children who receive funding for nursery education is satisfactory. Parents receive quality information about the setting and the curriculum, and can

view the planning on the parents notice board. They speak to staff spontaneously on a daily basis but, as yet, have not seen or been able to contribute to children's Foundation Stage development records; this is planned for the end of term. Parents are invited in to share their hobbies and/or jobs with children but, as yet, parents contribution has been minimal due to the short amount of time the nursery has been open. Currently there are no systems in place to encourage parents to link the learning that take place at nursery to their home environment unless parents initiate this themselves after observing the planning.

Organisation

The organisation is good.

Children benefit from the nurturing, well organised nursery environment. The managers are professional, caring practitioners who lead and work with an effective staff team to promote the outcomes for children. Their enthusiasm and love of the job has, in a short time, had a positive impact on the children attending. All staff are qualified and show good commitment to training, which means that all staff are updating their knowledge and skills. The settings recruitment procedure is good and a thorough induction means that new staff are quickly knowledgeable about how the setting is run. Good staff to child ratios are maintained and effective staff deployment ensures children receive good levels of supervision. Policies which underpin the practice are in place and most of the documentation is up to date and of a good standard. The nursery is still in it's infancy and management is forward thinking in it's development and commitment to offering a quality service to parents and children.

The leadership and management of nursery education is satisfactory. The knowledgeable room leader, who completes the curriculum planning, is supported and guided by the managers who, as a team, evaluate and reflect on the teaching and learning that takes place. However, the newly opened nursery has not had sufficient time, to consolidate the teaching practices that take place and to find and recruit a skilled, permanent, practitioner to work alongside the room leader. The nursery also receives valuable advice from the Local Authority advisors and attends cluster meetings, linking in with schools and pre-schools to improve it's expertise. All staff will have yearly appraisals when they will have the opportunity to talk about their personal development. The setting meets the needs of the children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure existing injuries are recorded
- ensure fire drills are carried out regularly
- further develop the key person system

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure the observation and assessment system, systematically informs the planning to enable children to make strides in their progress across all areas of learning
- increase children's opportunities to develop their climbing skills
- further develop the partnership with parents of children receiving nursery education, particularly the regular sharing of progress records and linking the learning to children's home environment

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